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ABSTRACT

This document contains the Virginia Beach superintendent's report to the school board on the adoption of a resolution that supports school-based management (SBM) and shared decision making. On December 17, 1991, the school board passed the "Resolution of Support for School Based Management and Shared Decision Making." The report contains a summary of the principles of school restructuring and school-based management, with a focus on the following areas--governance, shared decision making, staff development, accountability, resource allocation, and organizational climate. Expectations for curriculum and instruction are described next, specifically, those for academic excellence, instructional support, and organizational matters. Class size, as a balance between instructional effectiveness and cost efficiency, is also discussed. In summary, when faced with policy decisions, the school board and superintendents should try to answer these three essential questions: (1) Does the decision improve learning? (2) Does it improve working conditions? and (3) Does it maintain a balance between efficiency and effectiveness? Appendices contain a list of competencies of the effective principal and principles for the application of systems leadership. (LMI)

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ED 373 449

SUPERINTENDENT'S REPORT ON THE SCHOOL BOARD ADOPTED "RESOLUTION OF SUPPORT FOR SCHOOL BASED MANAGEMENT AND SHARED DECISION MAKING"

December 17, 1991

Presented to
Virginia Beach City School Board

BY SIDNEY L. FAUCETTE
SUPERINTENDENT
JANUARY 21, 1992

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Table of Contents

Introduction 1

Resolution of Support for School Board Management and Shared Decision Making 3

Restructuring: Perspective 5

Site Based Management 7

- *Governance by School Board and Superintendent and Central Administration* 8
- *Shared Decision Making* 9
- *Staff Development* 11
- *Accountability* 12
- *Allocation of Resources* 13
- *Climate for Change* 13

Summary 15

Curriculum and Instruction 17

- *Academic Excellence* 18
- *Curriculum* 22
- *Instructional Support* 25
- *Organizational Matters* 26

Class Size 31

Conclusion 33

Appendix A

- *Competencies of Effective Principals* 35

Appendix B

- *A Set of Principles for the Application of Systems Leadership* 37

Notes 39

Introduction

The School Board made a strong commitment to school improvement when it passed the "Resolution of Support for School Based Management and Shared Decision Making" on December 17, 1991. The resolution sends the clear message that the purpose of education is learning, that it is schooling that makes the difference.

The School Board and superintendent are entrusted with the responsibility of providing leadership necessary for the best possible education for the schoolchildren of Virginia Beach. Students — whether they realize it or not — count on us to be advocates for public education, to listen to their th[illegible]ghts and their parents' opinions on what quality education actually i[illegible] and to educate the community at large on what should be done to meet their educational needs.

Our responsibility then is to provide academic excellence for our students. To accept anything less than academic excellence is a neglect of duty. If success is measured one student at a time, then each graduate becomes representative of our rate of success or failure.

Yet, in order to achieve the strategic vision purported by the School Board, it is critical that a strong partnership be forged with parents at each school site. Parents must have access to and must feel welcome in our schools.

Additionally, just as the School Board and superintendent must listen carefully to parents, school staff must actively engage parents in their children's education and in schoolwide improvement initiatives. Parents are indeed our greatest allies in molding and achieving quality education for all of our children and, in essence, are the critical elements to school improvement.

Parents must know that their children's school experience has prepared them not only for the world outside school but for the adventure of lifelong learning. Only by working together through shared decision making can we improve and enhance the value of public education.

Our job is to listen, learn, and lead.

Resolution of Support for School Board Management and Shared Decision Making

Whereas, the Virginia Beach City School Board is responsible for the effective and efficient operation of the school division;

Whereas, the School Board acknowledges the impact of demographic changes on public education in our City;

Whereas, the School Board recognizes the need to restructure schools to prepare every school-age child for admission to the best colleges and universities, for employment in quality entry-level jobs, for enlistment in the armed forces, and for the responsibilities of citizenship;

Whereas, the School Board is committed to strategic planning which includes employee and community involvement;

Whereas, the School Board recognizes the responsibility to design performance standards for measuring and reporting effectiveness and efficiency of community values and priorities for public education;

Now, therefore be it resolved,

on this 17th day of December, 1991, that the School Board and superintendent shall provide leadership to restructure the public schools of Virginia Beach to improve the quality of schooling for children in the following ways:

1. Continue efforts to slim down the school bureaucracy and decentralize the organization to shift more responsibility to the school site;

2. Encourage school based management and shared decision making;

3. Provide educational opportunities to overcome factors of socioeconomic background or preschool disadvantage to ensure that all children learn;

4. Involve parents, churches, business and industry, neighborhood groups, and public and private agencies in defining the goals of education;

5. Develop a system of accountability, in cooperation with higher education, business, and military leaders, to ensure school improvement;

6. Establish staff development programs to maintain and improve the professional staff and to train all participants for involvement in shared decision making, effective schooling practices, and characteristics of effective organizational cultures;

7. Establish and maintain open communications with students, employees, parents, taxpayers, and government leaders;

8. Establish employee evaluation systems based on student achievement, effective schooling practices, and school improvement initiatives; and reinforce individual and team accomplishments through employee evaluation and reward systems;

9. Establish personnel selection, retention, and promotion practices to identify and train future leaders; and

10. Protect and advance the belief that learning is the most important purpose of schooling.

Be it further resolved,

that the School Board authorizes the superintendent to identify and select schools for the phase-in of site based management and to begin staff development activities for shared decision making;

Be it further resolved,

that restructuring activities are to be incorporated into the Divisionwide Strategic Plan; and,

Be it further resolved,

that the superintendent will provide the School Board and community with quarterly reports (October, January, April, and July) on progress toward identified goals and objectives, all of which will be integrated into the Annual School Report.

Perspective on Restructuring

"The best possible 'structure' results in community, parents, board members, administrators, teachers, and others operating in concert, each playing a key role, to ensure student success. Ultimately whatever we do in the schools should contribute to what happens in the classroom."

Richard Miller
Executive Director, AASA

Restructuring

The rationale that supports the whole notion of restructuring is based on the premise that a more centralized structure of school management has not produced enough literate, well-educated graduates to compete in an international economy and to preserve the quality of life expected by Americans. If the call for restructuring seems to parallel the increased curiosity and/or concern of American businesses (and the public at large) about Japanese methods of operation, that is no accident. The current state of the economy, the unemployment rate, the balance of trade — these are only a few of the issues critics use to illustrate what they consider to be the sorry state of affairs in the United States. Although it fails to acknowledge cultural differences and national priorities, a common accusation is that public education, like business, has neither maintained credibility nor shown the capacity for self-renewal.

While businesses and citizens want dramatic reform of the American education system, these members of the private sector do seem to recognize that systemwide change not only takes a long time but has substantial financial and psychological costs. Two recognized examples of business restructuring — Xerox and Motorola — required some 11 years to change their corporate cultures enough to be able to improve their products and respective bottom lines.

Countless connotations can be attached to the term *restructuring education.* From "doing more of the same (only better)," to lengthening the school day or year, to the creation of magnet schools, increased testing, site based management and school renewal, to centralized control by state legislatures and governors — all could be considered forms of restructuring. Therefore, for purposes of this report, restructuring will be defined as effecting a change in school culture that allows decisions about learning to be shared with the stakeholders — practitioners, parents, pupils — to create improvement in schooling.

While anecdotal evidence as well as common sense indicate that decisions about what goes on in schools should be made at the school site, current available research does not conclusively support site based management as the better way to manage schools. Yet, as proponents point out, if one analyzes data regarding effective schools, it appears that schools structured according to a site based management model consistently show characteristics of success.

Findings support the assumption that human service organizations with certain people-centered characteristics outperform organizations governed by rigid central controls. It would appear that the most critical characteristic exhibited by effective human service organizations is leadership that not only listens to employees, stakeholders (parents), and customers (students), but shares decision making with them at the grass roots.

A quick look at American educational history shows that effective methods have flourished when a risk-taking, visionary principal involved teachers and parents in decisions about school operations. By sharing decision making, the principal empowered staff, students and parents. Figuratively speaking, the principal stretched the tightrope of policies and regulations handed down by the School Board and the superintendent and then walked across it

This report on restructuring focuses on participatory site based management. Certain strategic decisions will continue to be made by the School Board and superintendent while school improvement and operating decisions will be made at the school site. Governance then becomes a partnership.

Site Based Management

Site based management is an organizational plan that shifts responsibility for school improvement from central administration to the school site and supports decision making by persons closest to the action. Founded in shared decision making at the school, site based management holds as its philosophical core that school improvement is likely to occur in collaborative relationships between the principal and teachers and in consultative relationships with parents, advocacy groups, and the general community.

Practices which nurture personal responsibility for student achievement and generate ownership of strategic and operational decisions should advance learning and improve working conditions. Yet, for site based management to be successful in achieving its improvement goals, questions of accountability at the school site and school division must be addressed.

It is transformational leaders, leaders who are competent and secure in collaborative decision making and team building, who are the keys to success. The transformational leader is one capable of creating an effective culture in a human service organization. (See Appendix A: Competencies of Effective Principals.)

In adopting the concept of participatory site based management, the School Board and superintendent make a long-term commitment to shared decision making at the school site as the primary improvement effort of the school system. At each school, the principal, teachers, support staff, and parents should be expected to define a shared vision for the school which will then guide school improvement initiatives.

The Board and superintendent must not only convert into practice changes in school governance but create a supportive, consultative role for central administration. Regulation must not inhibit creativity and innovation at the school site.

If site based management is to flourish, the School Board, superintendent, teachers' association, and leadership groups must support the concept. Likewise, parent groups, for example, PTA and special interest groups, play a seminal role in shaping the vision and establishing acceptable parameters for operating practices and student outcomes.

The point to remember is that site based management must not be "bureaucratized." The School Board and superintendent, in concert, must make certain that everyone recognizes that the student is most important in the educational process. Further, students and employees must know that their participation is encouraged, that no one will be "punished" for having contributed to improved learning, working conditions, efficiency, and effectiveness.

In carrying out its curriculum responsibility of control (Henry M. Brickell model), the School Board must build in the concept of quality when selecting and measuring goals and objectives as well as in setting standards of measurement. The level of excellence defined by the Board expresses the quality of learning expected of students.

Additionally, to increase satisfaction of employees and achievement of students, the School Board should encourage the superintendent in his efforts to identify and remove the obstacles to quality performance whether they be in learning, teaching, or leadership. Employee communications groups have been asked to address the question of what obstacles inhibit good work. Teachers have also been asked to develop a blueprint for ways to improve the public perception of teaching. These discussions and insights must be acted upon, and employees must see results, else leadership will be viewed unfavorably.

The concept of participatory site based management calls for discussion of the following topics:

1. Governance by School Board and Superintendent
2. Shared Decision Making
3. Staff Development
4. Accountability
5. Allocation of Resources
6. Climate for Change

1. **Governance by School Board and Superintendent and Central Administration**

The School Board and superintendent must share a strong commitment to the shift of operational and instructional decisions to the school site. The School Board is called on to articulate a clear sense of mission, goals, and objectives to guide school operations and to further learning.

The Board should adopt an adaptable strategic plan, a plan tight enough to set clear parameters for school improvement, yet loose enough to be sensitive to the identified needs of each school. Policy should be adopted that allows individual schools to request — and receive — exceptions to policies and regulations. While "sameness" in practices should be deemphasized to allow improvement initiatives to focus on each school's unique needs, nonetheless, similar outcomes for all schools still must be expected in order to guarantee systemwide quality.

Additionally, any policy adopted must recognize education as a profession and treat practitioners as professionals. Investment in quality staff development will confirm the Board's belief in its employees to meet the challenges of restructuring.

The superintendent will focus his energies on advancing the mission, goals, and objectives of the School Board, on establishing shared decision making at the school site, on bringing about organizational trust through open communications, and on fostering cooperation with the community and business. The school site should become an information sharing organization where decision makers assume joint ownership not only of information but for outcomes.

The superintendent will have to deemphasize the control and compliance functions of central administration. Energies will be directed toward consultation and technical assistance as responsibilities are delegated to school site leadership. Training should provide principals, teachers, and parents with the knowledge and skills they need to be collaborative and share in decision making.

The system's leadership model (Appendix B) can produce favorable results at the school division level and at the school level. The ten principles of systems leadership can be adapted by central administration or school site leaders to achieve the desired objectives of school improvement, student achievement, and organizational trust. Insistence on principles and practices which are characteristic of effective organizations will advance efforts to improve instruction and working conditions.

Only at the direction of the School Board or superintendent would the central office staff have line authority over decisions or practices at the school site. The direct delivery of services should be offered in a free market in which schools can purchase staff assistance from the central administration pool and/or from qualified providers from outside agencies. Client evaluation will dictate how central administration positions are staffed and ultimately where school funds are spent.

The Educational Planning Center, the research, development, testing and demographic arm of the school system, assumes a very important role in the school improvement process. Responsibilities include the research base for effective school practices, shared decision making, survey instruments, employee performance evaluations, staff development, organizational culture, accountability measures, and special assistance to non-performing schools.

2. Shared Decision Making

Shared decision making calls on the principal to do two things: (1) involve teachers in decisions that affect what goes on in classrooms; and (2) involve parents in decisions that affect the quality of learning and school operations for their children. Thus, the effective principal expands leadership to share responsibility for learning and school success with teachers and parents.

Leaders rely on collective purpose and relationships to build trust and to achieve organizational goals. Open communications create an environment for innovation and mutual respect while blurring the traditional roles of leaders, followers, and special interests. Teamwork and consensus generate cooperation and support.

Further, the principal's vision recognizes the value of strategic planning and tolerance for ambivalence. Through collaboration, the site based management team must find ways to try new ideas and to slough off ineffective practices and programs. The principal extends responsibility for instructional leadership by coordinating teachers as instructional leaders. By recognizing teachers as professionals and as decision makers, the principal makes teachers feel welcome as active partners in school improvement as they share responsibility for decisions and outcomes.

It is a truism that shared decision making forces many teachers out of isolation. New working relationships form that are based on interdependence. Yet, because decision making takes time and energy, the principal must be mindful that teachers may experience an increased workload as well as frequent conflict over the effect of their decisions.

To negate the possibility of conflict, principals and teachers together will determine which decisions should be shared at the school site. Generally, principals continue responsibility for strategic operating decisions while teachers exercise internal control over instructional decisions. However, teachers' interest in being involved in strategic decisions that affect classroom operations often creates tension. Participatory leadership suggests that the principal should explain the veto of group decisions in terms of the strategic plan, law, or policy.

While shared decision making most often includes teachers, the principal also must recognize the need to consult with support staff on matters that affect its working conditions. Support workers have valuable insight into how services can be improved and carried out.

One of the goals of site based management is to provide quality work by all. If "quality" to every employee at the school site means that performance provides personal satisfaction, this creates the all essential pride of workmanship. Pride of workmanship, or "quality," then generates better teaching, better learning, better work attitudes.

Under site based management, the following two councils should be established at each school:

1. Faculty Council of principal and teachers for instructional decisions. Teachers on this council should also serve on the School Planning Council. (See below.) Faculty Council meetings typically attempt to solve instructional problems, improve the school climate, work on school goals, and review student progress and program effectiveness.

2. School Planning Council of principal, teachers, and parents for strategic planning, oversight of results, and special projects. Membership may range from 7-15 persons, with teachers being a majority. All members of a School Planning Council must take part in training activities, such as the following:

   a. Effective school research
   b. Strategic planning
   c. Shared decision making
   d. Strategy of meetings
   e. Team building
   f. Accountability
   g. Conflict resolution
   h. Basic school operations

The scope of decision making should be defined at each school site. Staff members and parents who do not serve on either Council should be kept informed of meeting times and should be invited to attend Council meetings.

3. Staff Development

Staff development will address the training needs of employees to achieve school improvement initiatives. Training plans will be based on the identification of needs to carry out the divisionwide strategic plan and the strategic plan for each school site.

The School Board will be called on to adopt training initiatives to provide employees with the knowledge and skills to implement new programs and teaching methods. A Divisionwide Staff Development Council will be established to recommend training topics for Board consideration by March.

The School Planning Council will include staff training in its strategic plan. Discretionary funds will be allocated to each school for staff training so that training activities can be "purchased" either from school staff or from qualified providers on the open market.

Under this model, the Office of Staff Development will become a service organization which coordinates staff training. The Director will broker the delivery of services by central office staff or assist in securing outside consultants for training programs. A list of qualified providers will be established to ensure quality staff development activities consistent with systemwide training plans and school improvement plans.

Principals and work site supervisors will be able to select the trainer who can provide the desired training from the list of qualified providers. Staff jobs in instructional areas and curriculum development will be justified on the basis of client (teachers/principals) evaluations and training programs provided. Free market principles will drive the delivery of staff development.

The Director of School Leadership and the Director of Staff Development will continue efforts to establish the Leadership Academy (now in process of development). Leadership Academy objectives range from training for current principals and assistant principals, to identification of and training for teachers who aspire to the principalship. Rigorous efforts must be made to recruit minorities and women for leadership positions. A priority of restructuring efforts must be leadership training.

4. Accountability

A system must be designed to measure organizational efficiency, effectiveness, and culture on the basis of the mission, goals, and objectives outlined in the strategic plan of the school division and of each school site. Each strategic plan should include goals, needs, objectives, strategies, timetables, and assessment standards. Selected indicators from the State's Outcome Assessment Program provide multiple standards against which to measure future school improvement. The 1990-91 school year should be the baseline for comparisons.

The criteria for school success will be based on the findings of a committee representative of the community and staff which will recommend to the School Board the kinds of indicators to be used to measure a school's level of improvement. The School Board will then make the final determination.

In establishing school improvement targets and measurements, factors influencing student achievement at each school site will be used to determine reasonable but more demanding standards. Assessment items will be clearly defined for efficiency and effectiveness measures.

Survey instruments will be developed to measure school culture components of relationships and school values. For example, teachers will complete an instrument on the principal, parents will be asked to complete an opinion survey on the school, and students may respond to school climate questions.

Each school site will have the choice of using the staff evaluation instruments developed by the school system or seeking approval for the development of evaluation instruments at the school site. Teacher evaluation instruments should be tied to practices that favorably affect student achievement. All staff evaluations should be client centered.

If a school experiences significant slippage in student achievement from the previous year, the School Planning Council will be called on to amend the school's strategic plan and to prepare a corrective action plan. If a school does not progress toward and achieve school improvement targets within a three-year period, the School Planning Council will be required to develop another corrective action plan specifically designed to get the school "back on track" in the fourth year. Failure to meet the corrective action plan will cause the superintendent, in consultation with the School Board, to determine what steps are needed to transform a non-performing school into a performing school. For example, a school not meeting the strategic plan targets set by the School Board could be placed in receivership.

5. Allocation of Resources

Each school site should be staffed on the basis of a weighted formula to accommodate the needs of special students. The assignment of teachers will be determined at the school site.

Funds for instructional supplies and materials, furnishings, equipment, substitute teachers, inservice training, field trips, and travel will be allocated to the school for internal budgeting based on school priorities and school enrollment. Funds can be transferred across budget line items with approval of the Director of School Leadership.

6. Climate for Change

Public institutions find it extremely difficult to keep pace with rapid change. Secure answers to complex problems tend to inhibit creative, forward-looking problem solving.

For successful change to occur, a school must have leadership, a strategic vision of the future, and a school improvement plan. Staff must feel the need to change. Even then, successful change can only exist when the product of all factors is greater than the cost of change.

Summary

The literature on effective schools, organizational cultures, and leadership provides a sufficient knowledge base to guarantee an effective structure for student learning and school improvement. The willingness of school people to extend their span of control to include parents and businesses in setting goals and monitoring outcomes will result in a renewal of confidence in education, a renewed credibility in our school system.

These factors, in turn, will translate into preferential treatment for our students in college acceptance and job opportunities, in community support and business investment.

The will to exercise what we know about organizations and organizational culture is the key element in credibility. Site based management, then, becomes the simple product of acting on what we know about performing schools.

Curriculum and Instruction

Schools are places for teaching, learning, and becoming. Every person associated with a school must demand that every child learns. Also, every person associated with a school must demand a safe and secure place for teaching, learning, and becoming.

To achieve superior learning outcomes, the School Board and superintendent must provide leadership which includes students, staff, and community leaders in the articulation of a strategic vision for all students' academic achievement. The School Board and superintendent must extend shared decision making from the Board room to the classroom through their commitment to open communications, nonbureaucratic practices, and collaboration.

From overall curriculum goals to classroom practices, the obstacles to creativity and innovation must be removed to make teaching and learning exciting. Undergirding the whole instructional process must be a relentless insistence on high expectations for students and staff. Reading, writing, arithmetic, creative and rational thinking, citizenship, and traditional values must be protected from special interests and must regain preeminence in schooling.

Contrary to the notions of private school education, quality and equality in our schools must be synonymous. Somewhere along the way, the commitment to academic excellence has been eroded by excuses founded in demographic change and socioeconomic status. The time is now to stop making excuses and to carry out the maneuvers necessary for a successful midcourse correction. While some new money may be required, this correction calls more for a collective attitudinal change, a reallocation of resources based on educational values, and more stringent performance standards for students and staff.

We must not accept that race, poverty, family structure, or lack of funds are the reasons for nonperformance. Rather, we must believe that every child will learn, that parents send us the best children they have, that schooling does make a significant difference, and that School Boards and professional educators are up to the challenge of effecting superior student achievement.

In short, schooling in Virginia Beach must be synonymous with such characteristics and practices as the following:

- Stress on basic skills
- Meaningful homework
- Grouping for learning quality and equality
- High professional standards
- Literate graduates as measured by national and international standards
- Neighborhood schools
- Traditional discipline

- Acceptance and success in the best colleges and universities
- Well-prepared vocational students
- High standardized test scores
- Superior working milieu
- Creativity and innovation
- Comprehensive and outstanding student activities
- Professional recognition
- Active parental involvement

Academic Excellence: The reputation of this school system as being one of America's best was founded in practices, programs, and a commitment characteristic of academic excellence. Implicit in this reputation was the determination to prepare intellectually able students for admission to the best colleges and universities, for employment in the best jobs, and to showcase our students and staff all over America.

To reinvigorate our national reputation, we need to refocus on college and workbound students while at the same time addressing the challenges associated with bringing disadvantaged students into the educational mainstream. Every student is intellectually capable of meeting rigorous academic standards, provided the school system meets its obligations to these students. The following recommendations are important to academic excellence:

1. Advanced Placement: Advanced placement courses should be available at every high school and be open to all students who wish to accept the challenge. Students who enroll in advanced placement classes should expect to take the examination.

2. Dual Credit: When possible, classes should be offered for juniors and seniors to receive college and high school credit toward graduation.

3. Honor Society: National Honor Society chapters should be established at both the middle and high school levels. Membership should be stressed as the most valuable recognition a student can achieve in school.

4. Rigorous Studies: Students must be encouraged to enroll in rigorous coursework. No student should be subjected to pervasive anti-intellectual or cultural biases. Students must know that high standards for learning must be satisfied for promotion and that they will be held accountable for completing assignments, turning in work, and participating in class discussions.

5. High School Examinations: Semester examinations should be given at grades 9-12.

6. Grouping: While tracking must not occur, instructional grouping decisions should be made at the school site on a course-by-course basis. The composition of student bodies, teaching styles, and community expectations reflect the differing needs of schools. The demands of quality instruction and equality should be critical factors in grouping decisions. Underplacement must be avoided.

7. Graduation Competency Test: At the end of the tenth grade year, students should be required to pass competency tests in the following areas:
   - Reading
   - Composition
   - Geography and Citizenship
   - Mathematics (students exempted if successfully completed Algebra I)
   - Principles of Science

Free summer school and after school classes will be available to students who fail one or more tests. A student should not be classified as a senior until all graduation competency tests have been passed.

For a student to graduate from a Virginia Beach high school, course credit requirements and the graduation competency tests must be satisfactorily completed.

Teachers should clearly communicate that students are expected to meet the level of learning needed to be successful at the next level.

8. Guaranteed Graduates: Although the idea of warrantying graduates is often maligned, the school system should stake its reputation on its graduates' success in at least the following ways:

   a. Students who receive the college preparatory diploma and have difficulty in their freshman year in college should have instructional assistance available to overcome course deficiencies.
   b. Graduates who complete a Vocational Education program and cannot satisfy the entrance level requirements of a related job should be provided instructional assistance to overcome difficulties and become successful employees.

College professors and employers have a right to expect our graduates to be well prepared academically and attitudinally. We must provide that assistance to our graduates.

9. Gifted and Talented Students: Program offerings should be expanded at each school site to provide special services to identified Gifted and Talented students. While attendance for one day per week at the Old Donation Center offers quality services for a limited number of elementary students, a comprehensive school based program has the potential to provide students in grades K-12 with a broader complement of programs relevant to the school curriculum and special interests. The Gifted and Talented Advisory Committee is in the process of revising its long-range plan.

10. High School Program Assessment by Students: High school students have deep insight into the quality of curriculum and instruction. The Assistant Superintendent for Curriculum Development and Instructional Services is designing a proposal for high school students to share their experiences, insights, and ideas on what seems to work in high schools and on what reforms are needed. The overall objective of the student forum will be to define the effective high school of the 21st century. The instructional practices of the elementary schools and the emerging personalized, developmental style of instruction in the middle schools will place intense stress on high school teachers to make classroom instruction more student centered. While many efforts have been made to restructure high schools, little success has been achieved in improving instructional practices and curriculum content.

11. Traditional Discipline: Traditional discipline practices of teachers and principals should generate student perceptions of firm, fair, and friendly treatment. Consistent application of behavior standards is essential to the perception of "firm and fair." Children of all ages are crying out for structure and discipline in their lives. When professional educators do not meet this need, students feel let down and sense a noncaring attitude. Students live up to and down to expectations at home and school.

Students do not want teachers to be their friends. Rather, they want teachers who are friendly, yet mature adults, teachers who care about their students' personal and academic well-being, who try to motivate them every day, and who transmit traditional values through their lessons and attitudes. Students want to find meaning for their lives through connections with their teachers, coaches, and administrators.

The School Board must take a hard line on drugs, alcohol, and violence in schools. Students must feel a strong sense of security at school. This message must be conveyed to the community.

Classroom behavior standards must be written, taught, reviewed, and implemented from the beginning of the year.

12. Parity of Learning Conditions: The construction of new, modern schools in growth areas and neglect for equal instructional furnishings and equipment in older buildings create disparate learning conditions. Vigilance must be exercised to ensure that the quality of a student's education is not negatively affected by place of residence.

13. Student-Centered Guidance: The pressure on guidance services to become clerical and administrative is often difficult for counselors to withstand. Previous efforts to prevent this from occurring and to focus on student-centered guidance were abandoned because of resistance at the school site. Yet today's child requires direct access to counseling on personal and academic matters and on future choices. Emphasis on the direct counseling that is characteristic of elementary and middle schools must be extended to the high schools. To properly meet the psychological and social needs of today's child, the students per counselor ratio needs to be decreased.

Counselors play an important role in raising student expectations, in working with students who have learning difficulties, and in student enrollment in rigorous programs.

14. Libraries After Hours: School libraries should be open after regular school hours at least one afternoon/night each week and should be open at least one day each week in the summer. Libraries could be open immediately after school at the high schools but would need to be open at night for elementary and middle school students.

After school services offered in tandem with the outstanding City library system would provide our students with superb access to reading materials and other media. Libraries house the heart and soul of education and should be readily accessible to all students.

15. Parental Involvement: Every possible method of involving parents must be instituted. The practice of having parents contract with the school to provide not only a place for the student to study but also to establish a quiet study time at home, to maintain contact with teachers, to have sleep schedules, to read at home is promising. Parent and community volunteers provide valuable instructional support and can advance learning opportunities.

Businesses should be asked to express their "Commitment to Quality" by checking student workers' report cards each grading period and insisting on passing grades and acceptable attendance as conditions of employment.

16. Elementary Science: For science instruction in grades K-6 to provide the foundation for students to progress through middle school science and enroll in rigorous science courses at the high school level, science resource teachers need to be employed to reduce the unbearable number of class preparations required of elementary teachers. The class preparation load of reading, language arts, composition, mathematics, and social studies — the core, essential curriculum — is more than enough when you consider the importance of reading and other basic skills to academic success throughout one's education.

The science resource teacher could incorporate health and family life education curriculum objectives into the science curriculum. Class schedules could follow the same pattern as art, music, and physical education.

Curriculum: The School Board has committed the school system to the curriculum development process outlined by Henry M. Brickell and Regina H. Paul in their book, *Time for Curriculum*, a.k.a. the Brickell method. Brickell and Paul present their model as a curriculum clock with the following time segments delineating curricular responsibilities of the School Board as well as those of education professionals:

12:00.....Selected Goals and Objectives/Planned Ends
3:00.....Selecting Programs/Planned Means
6:00.....Operating Programs/Actual Means
9:00.....Measuring Goals and Objectives/Actual Ends
10:30.....Setting Standards

According to most board members, they "would rather control learning than control teaching." In other words, it is **what** the students will learn, **not how** they will learn it that is most important to them. Carrying the analogy of the curriculum clock further, Board members maintain "that if they could decide at 12:00 what students should learn and at 9:00 what they have learned and at 10:30 whether they have learned it well enough, they would let the superintendent and the professional staff make the decisions about teaching" (p. 28).

If Board members then see their responsibilities as those involving what students learn and whether they have learned it, the professionals — the superintendent, the principals, the teachers — must be concerned with how the students learn, what the educational programs are to be, and the manner of their presentation.

Brickell cautions that though curriculum responsibilities be kept separate, information must be shared and advice freely given and received. The model suggests dividing the curriculum work of the Board (12:00, 9:00, 10:30) from the curriculum work of the professional (3:00, 6:00) with a fence "low enough to see over and talk over, but high enough not to stumble over by accident or jump over on purpose" (p. 29). This diagonal fence must not stop the shifting of advice, but must block the shifting of power. "Let the board members pick the winning goals, and let the professional pick the winning programs."

The Brickell model further points out that the Board members "do not write the 12:00 goals, develop the 9:00 devices for measuring and judging, or dream up the 10:30 standards." Rather, they select them from among those possibilities prepared by the superintendent. In short, the Board simply judges the work from choices presented to it and, in this way, "controls those points on the clock."

The curriculum clock is a sound model, provided it does not succumb to bureaucratic characteristics of paperwork, rigid processes, and insensitivity to stakeholders, practitioners, and students. As the school assumes more responsibility for student learning outcomes, the curriculum clock must remain flexible enough to permit site based decisions on program means and ends which do not only satisfy but exceed goals, objectives, and standards established by the School Board.

Implicit in this shift in decision making is the need for central administration to become an advisor to the School Board on goals, objectives, and standards and a consultant to the principal, school staff, and site councils. In Virginia Beach, this shift in decision making would be dramatically different from the current hierarchical process: (1) School Board adopted goals and objectives, (2) central instructional staff decision making on curriculum issues, and (3) practitioners' selection of teaching activities.

To bring current practices in line with the curriculum clock and mitigate central control, the whole notion of accountability needs to be clearly defined. As a first step, two interrelated tests need to be performed.

1. Program symmetry must be assessed for curriculum cohesiveness and program parity; and

2. A curriculum audit must determine congruence between Board established goals, objectives, and standards and program implementation through curriculum design, instructional practices, and student performance measures.

The Office of Curriculum Development and Instructional Services is preparing to carry out these tests in the coming year. One instructional coordinator position has been devoted to curriculum audit activities.

As a second step, the school system needs to establish "loose-tight" controls for accountability. Primary questions include the following:

1. What level of performance is expected of students and staff?
2. How do we measure it?
3. What do we do with the information?
4. What are reasonable consequences for unacceptable performances?

As a third step, the School Board and superintendent need to ensure that schools focus on learning and provide safe, secure conditions for teaching and learning. Traditional discipline practices should be carried out to be certain that instruction takes place in classrooms free of disruption. Teachers must feel that they are supported by the principal, superintendent, and School Board. A divisionwide "Code of Student Conduct" needs to be written and communicated to students and parents by the school staff. Teachers, students and staff should clearly know what behavior is expected and acceptable.

As a fourth step, the School Board must empower principals and teachers by appreciating their professionalism and by offering them training, shared decision making, worthwhile evaluations, and fair accountability for curriculum outcomes. The implicit objective of empowerment is ownership of student success by personnel at the school site.

As a fifth step, the School Board should carry out the curriculum assessment suggested by the Brickell model. Firsthand knowledge of community expectations and values is critical to the Board's control responsibility.

The curriculum assessment model suggests first identifying curriculum goals as those that promote knowledge (thinking), attitudes (feelings), or skills (doing). Then, in order to find out what the community wants its schools to teach and students to learn, Brickell advised (as the best option) using a "well-planned, systematic survey" that is mailed to community residents. The population to be surveyed, however, includes more than community residents. Just as important are the opinions of school staff members, recent high school graduates, and current high school students (ideally, juniors).

Critical questions to ask stakeholders include: (1) What should students learn? (2) What should schools teach? Not all knowledge should be taught by our schools, nor do stakeholders really expect schools to "do it all."

Once surveys are completed, judgements can be made based on a one-to-one ratio: one survey equals one vote. Taking the average of all four components of the population (staff, community, present and former students), the total is simply divided by four to determine an overall average for each curriculum goal. By using a simple formula detailed by Brickell, the Board can then ascertain what the entire community actually wants and/or expects of the school system.

Instructional Support: The superintendent's staff must be comprised of strong instructional coordinators who understand and endorse the concept of program symmetry. Programs in competition create dissonance, retard learning, and cause adverse working conditions to occur.

The entire instructional department must be committed to its advisory relationship with the School Board and superintendent, to its support role with staff at the school site, and to its interrelationship with staff development. Attitudinal changes need to occur so staff members recognize the practicality of crossing over from narrowly defined responsibilities to those work responsibilities that are based on program and training needs.

Staffing should be based on strategic goals, program objectives, and staff development initiatives. Expertise in meeting those responsibilities must be evaluated by clients, e.g., principals and teachers. Instructional coordinators must maintain current teaching certificates with endorsements in areas of responsibility. Training for instructional coordinators must include facilitation skills and trends in educational programs and instructional practices.

To remain connected to the classroom, each instructional coordinator should be required to spend a minimum of two months every two years in the classroom as a "long-term" substitute teacher. At least one month should be spent in the same classroom. Instructional coordinators will be encouraged to substitute for a full grading period as long-term substitutes. All "substitute" work should be in assignments for which the instructional coordinator is appropriately endorsed.

Technology in the classroom is becoming increasingly important in our schools. Yet, while computers are valuable tools to assist students in learning and teachers in teaching, very seldom do they replace the actual instructor.

To make maximum use of technology, we must train all teachers in the effective use of computer technology, specifically in computer assisted instruction. To this end, teachers should be allowed to sign out computers for use at home so long as school use will not be disrupted.

Ideally, computers should be in place in every classroom for use as teaching tools. However, only with sound software and a trained staff will they prove to be a successful strategy.

Organizational Matters: All organizational patterns and practices must clearly focus on two facts: (1) the purpose of schooling is learning; and (2) the number one job of students until they reach age 18 is schooling. Those two facts alone (if accepted) create stressful obligations to quality and equality and to keeping all children in school, even those who act as if they do not want an education.

I believe that every child wants to learn and behave and that every child will learn and behave if we can connect learning with life and build relationships on respect. Our responsibilities include a quality education for all children, advantaged or disadvantaged.

One problem we face is that organizationally, with very few exceptions, schools are too large. No school effectiveness research exists that justifies large elementary, middle, or high schools except for reasons of efficiency and economics. Yet large schools exist and will continue to be built. It is our job to attack the anonymity generated by these schools and find methods to make schooling more personal and effective. Students must feel welcome, cared for, cared about, and invested in their own schools.

The middle school provides a smoother transition for students in grades 6, 7, and 8 from elementary school into high school. Not only does the staff act on meeting intellectual needs of the students, but they go beyond this to focus on the psychological and social needs often so evident with this age group.

The school-within-a-school concept should be extended to every elementary school over 500 students and incorporated into every high school. Smaller units allow teachers to personalize instruction and provide for the students a sense of belonging and purpose sometimes not possible with larger groups.

By assigning students to smaller, more manageable units or "pods," the staff can better foster a sense of family and community that enhances and encourages educational goals.

When the school-within-a-school concept is not successful in accommodating nontraditional or unmotivated learners, alternative schools must be available to meet these students' needs. Yet, if more attention were given to matching learning styles with teaching styles and greater concern shown for reading and math skills at the elementary level, these efforts may be sufficient to motivate young, nontraditional learners, provided disadvantaged and gifted student needs are being met.

The Center for Effective Learning, the Career Development Center, and the Open Campus School should be restudied to be sure they are appropriate settings for the nontraditional learners who do not fit into the regular school milieu. Every precaution must be taken not to water down the curriculum or lower achievement standards. There may be a need to begin another alternative school for nontraditional learners.

A peripheral but important benefit of special programs for nontraditional learners, unmotivated students, and disciplinary problems is that teachers can teach regular students without disruption. Hence, all children receive a better education.

Common sense tells us (and research concurs) that disadvantaged students are not as ready to begin school as advantaged (non-disadvantaged) children. Educationally disadvantaged students have fewer home and community resources from which to draw so that they can receive the full benefits offered by conventional schools. A learning gap exists in those areas typically valued by schools, business, and society.

Consequently, over and above middle schools, the school-within-a-school concept, and alternatives for nontraditional learners, disadvantaged children must have additional programs available to them if they are to achieve success in school. The following programs deserve consideration and implementation:

1. The Accelerated School: The goal of the accelerated school is to provide disadvantaged students with the knowledge, skills, and attitudes - in an elementary school - which enable them to benefit from mainstream middle and secondary school instruction. Disadvantaged students should be up to grade level by the end of sixth grade. Through after school programs and summer programs, the learning gap can be virtually eliminated for most disadvantaged students. Year round schools for disadvantaged elementary students is a probable reality.

2. Reading: The Reading Recovery model needs to be used with disadvantaged first graders. The long term retention of reading skills magnifies its value by empowering disadvantaged students in the educational mainstream.

The IBM program, Writing to Read, needs to be properly implemented in the target (Chapter I) schools or moved to schools where it will be used properly.

3. Middle School/Accelerated School: The proper implementation and practice of middle school goals are critical to reinforcement of accelerated school success. Since the process is sequential, successful outcomes really lie along a continuum with the end result being successful matriculation in the high school.

4. Minority Students and Girls: Minority students and girls must be encouraged to enroll in rigorous programs of study. Such attitudes as girls not being able to do well in mathematics and vocational education as being a dumping ground must be replaced by a prevailing commitment to educational access for all, rigorous coursework, and success. Schools should encourage, not discourage, all students to aggressively engage in challenging studies. We should require high schools to adopt the program sponsored by the Southern Regional Education Board.

The purpose of the SREB program is to improve the communications, mathematics, and science competencies of general and vocational students. Strategies to raise these competencies focus on high expectations, programs of study, integration of academic and vocational education, guidance services, and extra help. For a school to participate, a leadership team of parents, teachers, and principal must be trained to advance the goals of this program.

5. High School Support: At the high school level, disadvantaged students should have support available which is similar to that provided by the accelerated school and the middle school. The AVID program in San Diego should be reviewed for our use.

Project AVID is designed to encourage minority and disadvantaged students to excel in academically rigorous courses. Students are identified before they reach high school. Once they enter the high school, they are assigned to the same counselor for four years. This counselor works closely with the students and their parents. Simultaneously, students are assigned to especially trained teachers in English, science, math, and social studies; these teachers use principles of accelerated learning to teach advanced curricula.

6. Weighted Staffing: Staffing in schools should be based on a weighted formula. This practice would provide schools with sufficient staffing to meet the special needs of significant numbers of disadvantaged, handicapped, and English as a Second Language (ESL) students.

The whole concept of magnet schools needs to be studied in depth and a plan developed for the establishment of one or more magnet schools. Initial investigation could focus on the following examples of magnet schools: a traditional elementary school, on a joint venture with the Hiroshima Prefecture (our Sister City), and on an "academical village" similar to a college School of Arts and Sciences.

Educational programs for special education students are closely regulated by federal and state guidelines. Funding from federal and state sources continues to be grossly inadequate to meet the educational needs of these students.

While instruction for special education students is called for in the least restrictive environment, placement practices tend to result in students being placed in overly restricted instructional settings or being incorporated into (inclusion, mainstreaming) classes where neither disabled nor regular students' educational needs are properly met. All educators must seek quality educational settings for all students.

When students are misdiagnosed and placed in special education classes, the quality of services for special education students may be diluted. Careful attention to the guidelines for placement in special education programs must be followed. Wrongful diagnosis is not fair to the special education students who need the special training of their teachers and intense instructional support.

Before a student is eligible for placement, the school staff should exhaust available resources. Evidence indicates that some students are placed in special education classes because of reading difficulties, disciplinary problems, or lack of motivation.

Essential to quality special education programs is parental involvement in educational services and teacher training. All regular education teachers should be trained in working with special education students and should collaborate with special education teachers on instructional objectives, practices, and assessments.

A Vocational Center needs to be established in the northern part of the City. The location of the current Vocational-Technical Center makes it fairly inaccessible to many students. Also, the current center is not capable of enrolling many more students. The number of students placed in a vocational class should never exceed the number of work stations. If the School Board commits to a northern center, planning and program development should be initiated with a start-up date of September 1993. Program offerings should be market sensitive, reflective of future trends, and community-based when possible. Increased enrollment in vocational programs may reduce the percentage of students going directly to college.

The high school daily class schedule needs to become far more flexible. Laboratory science classes simply cannot be properly taught in neatly packaged 45-50-minute time segments. In-depth discussions in English and social studies classes seldom evolve beyond superficial concepts because of time constraints. The availability of technology should make it possible to provide flexible schedules while meeting the archaic Carnegie unit time requirements. Many models for scheduling are available for study. Examples include modular schedules, trimesters (three 18-week semesters), and college-like course schedules.

To acknowledge that the number one job of students is schooling, at least the following three actions need to occur:

1. The high school day needs to begin and end later. Beginning at 7:45 a.m. and ending at 2:15 p.m. fuels the problems associated with latchkey children. Lack of adult supervision aids in student exploration of drugs and sex and encourages students to place their studies second to getting a job, buying a car, and hanging out.

2. The School Board needs to seek the support of City Council to enforce legislation which will not allow students to hold jobs past 10:00 on Sunday through Thursday nights and to establish a maximum number of work hours per school night. Adequate time for sleep, family interaction, and studies should be available.

3. The school system needs to enforce attendance laws to the maximum extent allowed by state statutes and city ordinances. Direct, human contact needs to be made with parents of absent students within two hours of school opening each day. The efficacy of the much maligned truant officer may be worth considering. Court should become a probability.

Class Size

In Virginia Beach, the improvement of education is tied so often to smaller class sizes that the two ideas are discussed synonymously. This opinion is so widely held that the Strategic Plan states "the number of students in classes from kindergarten through twelfth grade could service as a barrier to excellence" (6.25).

Any class size discussion should focus on gains in student achievement. Evidence indicates that there is not an "optimum" class size that will result in greater achievement for all types of students, in all subject areas, and at all grade levels. Practice clearly reveals that class sizes acceptable to teachers affect teacher morale, instructional attitudes of teachers and students, favorable results, and parent perceptions about the quality of instruction.

Research reports that higher achievement does occur in smaller classes in grades K-3 and that gains are sustained if reduced class sizes are maintained for at least two successive years. This finding indicates the need to provide class sizes in reading and mathematics of 22 or fewer students.

An additional and important benefit of smaller classes in primary grades is more favorable student behavior and attitudes toward learning. The long-term effects of greater achievement in reading and mathematics and positive student attitudes validate the objective of class sizes of 22 or fewer students in grades K-3.

Beyond grades K-3, there are several groups of students who benefit from smaller class sizes. They include disadvantaged students, minority students, students of lesser academic ability, and language deficient students (ESL). In grades 4-12, the objective of 22 students per class should be extended to these groups of students with special needs.

The search for balance between instructional effectiveness and cost efficiency should hinge on teacher attitudes toward the number of students that can be taught effectively in a class. Past practice in Virginia Beach has relied on the enrollment standard of 28 students in a core subject class and on an average enrollment of 32 students before a new class is formed. To approach a class size "acceptable" to teachers, the enrollment and class split sizes should be adjusted to 25:1 and 28:1.

Positive teacher attitudes resulting from a more reasonable work load should translate into improved student achievement. Smaller class sizes typically engender higher quality teaching practices that are characterized by a greater variety of techniques and more individual attention for students.

In addition to general guidelines, courses which call for extensive writing assignments should have fewer students than more objective, easier to grade classes. English and social studies are natural courses for class sizes of approximately 20 students.

If class size objectives are met, student achievement should improve significantly as measured by standardized and criterion referenced tests. Teaching practices that provide favorable results include peer tutoring, mastery learning, cooperative learning, reinforcement, and acceleration. Inservice programs must train teachers in instructional methods to take advantage of smaller class sizes.

The attitudes of parents, teachers, and students demand concern for smaller class sizes at all grade levels. Because Virginia Beach is a growing school system and classroom space is so limited, class size initiatives are very expensive. Learning outcomes must justify the expenditure of funds for buildings, personnel, and instructional supplies.

Conclusion

While it is true that effective schools have always been characterized by a system of shared decision making, it is just as true that most school systems fail to share decision making with individual schools. Rather, they operate under some form of central control.

Recent research findings show that some 10% to 15% of principals are ready for school based management, and popular thought has extrapolated this fact to prove that the phase-in of school based management would thus take five to ten years.

Yet, experience indicates that phase-in approaches have proven very difficult because principals and staff question both the initial and long-term commitments of the School Board and superintendent to site-based management. Skeptics reiterate, "If it's so good, then why isn't everybody doing it?"

Though only 10% to 15% of our principals say their schools may be ready for comprehensive implementation of school based management, the commitment to restructuring should extend to all schools. The principles, practices, and accountability methods outlined in this report should be patiently incorporated into all schools through staff development and empowerment efforts.

The School Board and superintendent should accept full responsibility for removing obstacles to empowerment and ownership, for creating the conditions under which shared decision making can flourish, and for establishing the accountability methods to determine performing and non-performing schools, leaders, and staff. If we can make what is best for children the focal point of our decisions, we can affirmatively answer my three essential questions —

- Does the decision improve learning?
- Does the decision improve working conditions?
- Does the decision maintain a balance between efficiency and effectiveness?

I solicit your support for the restructuring plans outlined in this report.

Appendix A

Competencies of Effective Principals

Beliefs and Values about Education. Effective principals are guided by a well-developed philosophy of education. They focus on providing the best educational experiences for students. They have high expectations of students, teachers, and self.

Cognitive Maps of Factors Influencing Schooling. Effective principals have broad, multifaceted knowledge of what factors inside and outside of the school have an impact on student learning. This knowledge is derived from personal experience, professional judgment, and research findings.

Information Processing and Decision Making Styles. Effective principals are systematic information gatherers and manipulators. They anticipate problems and are decisive. They seek input and involvement from others in making decisions.

Setting Direction. Effective principals are active in setting school priorities and direction. They combine district goals with their own school needs in setting priorities.

Organizing and Implementing. Effective principals develop ways and means for reaching goals. They establish procedures for handling routine matters. They clearly delegate authority and responsibility and serve as role models for how to get things done.

Monitoring. Effective principals monitor progress toward goals and evaluate staff systematically, feeding back the information gained.

Communicating. Effective principals express ideas clearly and frequently.

Developing Staff. Effective principals identify staff development needs and work to improve the staff in these areas.

Managing Relationships. Effective principals develop productive relationships with their staff and work to resolve conflict. They are aware of the needs, concerns, and feelings of others. They make themselves available to staff and are honest and direct with staff. They also maintain positive relations with students and with the community.

Adapting Actions to Context. Effective principals tailor their leadership styles to fit the situation. They adapt their behaviors to fit the organizational and community context of their schools.

(Cynthia D. McCauley, *Effective School Principals*, Center for Creative Leadership, December 1990.)

Appendix B

A Set of Principles for the Application of Systems Leadership

("Systems Leadership" is the executive process of developing a highly productive organization through the creative integration of all operating systems.)

1. First, get in touch with what is really going on in the organization and what people (at different levels) in the organization perceive about key elements of the climate.

2. Spend time (continuously) articulating the vision and clarifying the goals, standards, and priorities; make it easy for individuals and teams to question whether or not a particular policy is consistent with expressed organi zational values.

3. Develop a clear plan for creating and sustaining a climate which is routinely supportive, rational, trusting, open, and integrated. (Drafting such a plan should be a team effort.)

(a) Ensure that the staff acts to reinforce the leader's intent and the organization's vision and priorities through coordination and integration of policies and programs—and establish communication channels for uncovering disconnects and dysfunctions.

(b) Focus organizational energy on priority matters; attack nonproductive policies and meaningless routines. (Keep some energy free for adaptation and innovation.)

(c) Ensure that leaders at a given level do not routinely handle actions which could be done as well by subordinate leaders and that latitude to act is described for each level. (Describe the model of an empowered leader—the need for clear understanding of goals and priorities, the authority, the responsibilities, and the pattern of trust.)

(d) Explain the intent of all directives and rules so that subordinates can use initiative and independent action to achieve the desired objective; and ensure that policy or procedural changes are explained first to intermediate leaders and supervisors so they may in turn explain to their subordinates the rationale for those changes.

4. Insist that key leaders set the example in representing the organization's values and priorities. (Take prompt action when leaders do not reinforce the values and support the vision. Ensure that leaders understand their role in trust-building.)

5. Design carefully a system for periodically measuring and reporting organizational efficiency, effectiveness, and climate which clearly supports organizational goals, values, priorities, and quality standards.

6. Reinforce outstanding individual and team accomplishments with an appraisal and reward system whose rules are straightforward and open to discussion and which is consistent with desired organizational values. (Encourage risk-taking and trust building while simultaneously focusing on quality output.)

7. Attend to personnel selection, development, and promotion so that these systems identify, motivate, and educate potential leaders.

8. Eliminate any competition which hampers idea sharing or teamwork across the organization.

9. Assume good intent; and when something goes wrong, check first for flaws in the system. (Trust people but be suspicious of systems.)

10. Plan for succession and transition of key leaders while sustaining the desired climate.

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Notes